U.S. Department of Education 2012 National Blue Ribbon Schools Program

A Public School - 12NY4

School Type (Public Schools):				
(Check all that apply, if any)	Charter	Title 1	Magnet	Choice
Name of Principal: Mr. Mark	<u>Mambretti</u>			
Official School Name: East A	urora Middle	e School		
School Mailing Address:	430 Main Str	<u>reet</u>		
	East Aurora,	NY 14052-175	0	
County: Erie	State School	Code Number*	: <u>140301030</u>	<u>0004</u>
Telephone: (716) 687-2453	E-mail: <u>mm</u>	nambretti@easta	uroraschools	<u>.org</u>
Fax: (716) 687-2443	Web site/UR	L: www.easta	uroraschools.	org
I have reviewed the informatio - Eligibility Certification), and				ity requirements on page 2 (Part I ll information is accurate.
				Date
(Principal's Signature)				
Name of Superintendent*: Mr.	Brian Russ	Superintenden	t e-mail: <u>brus</u>	s@eastauroraschools.org
District Name: East Aurora UF	FSD District	Phone: (716) 6	87-2302	
I have reviewed the informatio - Eligibility Certification), and			~	ity requirements on page 2 (Part I t is accurate.
				Date
(Superintendent's Signature)				
Name of School Board Preside	ent/Chairpers	on: Mr. Daniel	Brunson	
I have reviewed the informatio - Eligibility Certification), and				ity requirements on page 2 (Part I t is accurate.
				Date
(School Board President's/Cha	irperson's Si	gnature)		

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

^{*}Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
- 5. The school has been in existence for five full years, that is, from at least September 2006.
- 6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
- 7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

All data are the most recent year available.

DISTRICT

1. Number of schools in the district	1	Elementary schools (includes K-8)
(per district designation):	1	Middle/Junior high schools
	1	High schools
	0	K-12 schools
	3	Total schools in district
2. District per-pupil expenditure:	13785	

SCHOOL (To be completed by all schools)

- 3. Category that best describes the area where the school is located: Small city or town in a rural area
- 4. Number of years the principal has been in her/his position at this school: ____4
- 5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	75	80	155
K	0	0	0		7	61	64	125
1	0	0	0		8	91	76	167
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	78	74	152		12	0	0	0
	Total in Applying School:							599

				12N	
6. Racial/ethnic comp	position of the school:	0 % American	n India	an or Alaska Native	
		1 % Asian			
		1 % Black or	Africa	an American	
		2 % Hispanic or Latino			
		0 % Native Hawaiian or Other Pacific Islander			
		96 % White			
		0 % Two or n	nore ra	aces	
		100 % Total			
	or mobility rate, during		•		
	Number of students w the school after Octob the end of the school	per 1, 2010 until	5		
	Number of students w from the school after until the end of the school	October 1, 2010	9		
	Total of all transferred rows (1) and (2)].	d students [sum of	14		
	Total number of stude as of October 1, 2010	ents in the school	562		
(5)	Total transferred stude		0.02		

8. Percent of English Language Learners in the school:	0%
Total number of ELL students in the school:	2
Number of non-English languages represented:	2
Specify non-English languages:	

(6) Amount in row (5) multiplied by 100.

Ukrainian and Chinese

9. Percent of students eligible for free/reduced-priced meals:	9%
Total number of students who qualify:	54

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:	7%
Total number of students served:	45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	24 Specific Learning Disability
0 Emotional Disturbance	7 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
Multiple Disabilities	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-Time	Part-Time
Administrator(s)	1	0
Classroom teachers	21	8
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	21	3
Paraprofessionals	0	14
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	2	6
Total number	45	31

12.	Average school student-classroom teacher ratio, that is, the number of students in the scho	ol
	divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:	

35:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	94%	96%	96%	97%
High school graduation rate	%	%	%	%	%

14	For	schools	ending in	grade 12	(high	schools):
ıŦ.	LUI	SCHOOLS	chume m	graut 12	(mgn	sciiouis).

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	 %
Enrolled in vocational training	 %
Found employment	 %
Military service	 %
Other	 %
Total	 0%

0	No
	Voc

If yes, what was the year of the award?

East Aurora, New York, is a quaint, historic community of over 6,600 residents located twenty miles southeast of Buffalo, New York. It is the home of the thirteenth president of the United States, Millard Fillmore; Fisher-Price Toys; the Elbert Hubbard Roycroft Campus; and Vidler's 5 & 10 Cent Store (the original five-and-ten-cent store).

The East Aurora Union Free School District (EAUFSD) is comprised of three schools: Parkdale Elementary, East Aurora Middle School (EAMS), and East Aurora High School. It encompasses the village of East Aurora and the towns of Aurora, South Wales, and West Falls. The mission statement of EAUFSD is to provide environments, experiences, materials, and professional talents to help each student prepare to live in society as a contributing, self-fulfilling, and caring citizen. The school endeavors to develop a lifelong desire for knowledge and the skills to acquire it. The school will promote learning in the context of common sense, hope for a better future, and a deep respect for humanity. With consistently superior results on standardized assessments, EAUFSD is currently ranked third of all school districts in Western New York according to Buffalo Business First.

Specifically, EAMS serves grades five through eight. Being the sole middle school in the district, the focus is not to be a small school, but to be an extended family. Its six hundred students, seventy-five faculty and staff, and one administrator strive each day to create a school which is a safe, happy, and healthy learning environment. Working hard to integrate the elements of a true professional learning community into all decisions, EAMS is diligent in teaming with parents, the Middle School Parent Teacher Organization (PTO), and community stakeholders, to focus on the shared mission of building the best school possible.

Three consistent goals lead to the successful learning environment of EAMS. First, programs and activities engage students in opportunities to develop and expand critical thinking, problem-solving, global awareness, communications, and collaboration. Second, effective communication with all stakeholders in the school community is maintained and enhanced in the interest of building upon district success. Third, professional growth opportunities are provided for all faculty and staff which result in improved student learning, achievement, and well-being.

One of the strengths of EAMS lies in its core academic subjects. In addition, art, music, physical education, foreign language, health, industrial technology, business, and family and consumer sciences round out educational experiences at EAMS. At the seventh and eighth grade levels, all students take either French, Spanish, or Latin. Students in all grades have the option to participate in performance music with band, orchestra, and chorus. Highlighting the strong music department's acquisition of many individual and ensemble awards is the EAMS marching band. It has won numerous honors including selection to march in Washington, DC's Cherry Blossom and National Memorial Day Parades, Walt Disney World's 2010 Magic Music Days, and the 2012 Pegasus Parade in Louisville, Kentucky.

EAMS has an extended learning time built into each day. Students can take part in a number of after-school activities. During this time, teachers are available to provide additional academic support for students. In addition, twenty-two extra-curricular club offerings cover a diverse range of interests including leadership, hobbies, service, environmentalism, cultural awareness, and academics. There is an annual drama production, talent show, and art and technology show. Intramural sports are offered during the extended learning time, as well as the opportunity for students to participate in any of eight modified sports.

Beyond the academic, extra-curricular, musical, and athletic offerings, EAMS has two character recognition programs. The Student of the Month program recognizes students who consistently excel in behavior, attitude, effort, and academics. The Do the Right Thing program focuses on desirable character traits such as honesty and integrity. It recognizes and rewards students who display these characteristics.

EAMS is a school that strongly believes in giving back to the community. Food drives, nursing home visits, bake sales, and car washes, are conducted throughout the year. Connections are fostered with the local Boys and Girls Club, fire department, and food pantry. Teachers donate money to local charities on casual dress days, take part in a community-wide sports event to raise awareness and cash for people in need, and contribute to a local scholarship fund for high school students. Each year the school invites senior citizens to take part in a special day of fun, socialization, and entertainment.

"Educated in East Aurora today to help serve the community tomorrow" is the fundamental belief which drives everything that is done at EAMS. Academic successes rank EAMS in the top ten of public middle schools in all of Western New York. The unwavering focus on the development of the whole child is what sets EAMS apart and makes it worthy of Blue Ribbon status.

1. Assessment Results:

A. All students at EAMS participate in the New York State (NYS) testing program. These tests measure each student's proficiency in English/Language Arts (ELA) and mathematics. Administered each spring, these tests score students on a four-point scale with level 4 being the highest and level 1 the lowest. These assessments are designed to track progress toward meeting expected learning outcomes on NYS high school exit proficiency (i.e.,Regents) exams.

A level 4 student, referred to as a student of distinction, exceeds the standards and moves toward high performance on the Regents exam. A level 3 student meets standards and with steady growth at this pace, is on track to meet proficiency standards by passing the Regents exam. Levels 3 and 4 scores are frequently coupled to determine the school's overall success in preparing students.

A level 2 rating indicates that the student needs extra help and support to meet the standards and, without intervention, will struggle to meet college and career readiness learning standards as set by the state. A level 1 rating indicates that the student does not demonstrate an understanding of the skills and knowledge expected at his grade level and shows significant concern in the student's preparation to meet future benchmarks.

At EAMS, it is understood that all students have their own strengths and weaknesses when it comes to academics. Every student needs to be prepared to meet the rigors of college and/or the working world. While the expected level of proficiency for an EAMS student is an upper level 3, it is understood that all students may not be able to meet this standard without assistance. A Response-to-Intervention (RTI) strategy is in place to help all students, regardless of ability or classification, strive to reach a proficient level of mastery in core subject areas.

B. A five year overview of EAMS successes on the NYS testing program, both by grade level and by cohort, indicate a strong level of increased performance in preparing students for the rigors of the Regents exams which, in turn, are key indicators of college and career readiness.

Before an analysis of the data, there are two items to note. First, due to a district-wide reconfiguration, the fifth grade did not join EAMS until the 2009-2010 school year. Prior to that, EAMS housed grades six through eight, and the fifth grade belonged to the district's Main Street Elementary School, which has since been dissolved. Second, while the raw data scores between 2008-2009 and 2009-2010 showed substantial increase, this is not evident in the data provided because it did not translate to increased proficiency levels. Prior to scoring the 2009-2010 tests, New York State Education Department (NYSED) reworked its rubric criteria. They raised the English language arts and math cut scores for the basic and proficient performance levels, and this caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4.

When looking at both math and ELA scores by grade level for grades six through eight from 2006-2007 to 2008-2009, there is an average increase of eleven percentage points in the overall proficiency levels (levels 3 & 4) of student achievement. This is highlighted by a seventeen percentage point increase in grade six ELA proficiency that was the result of targeted staff development driven by data analysis.

Since the resetting of the cut scores (for 2009-2010), the school has made steady progress in moving toward extremely high levels of proficiency. In all eight tested areas (two tests in each of four grades), the school has shown a minimum of 70% of students at or above proficiency, led by eighth grade math scores at 94% at or above proficiency. This progress is further highlighted by the fact that in three of the

eight tested areas, a ten percentage point increase was shown in the levels of students who are proficient between 2010 and 2011 (21% in eighth grade math, 11% in seventh grade math, and 10% in sixth grade ELA).

Cohort growth between 2009-2010 and 2010-2011 indicates that, as a whole, the same students are testing 6% more proficient in math (+7%) and ELA (+4.3%) after a year of instruction than they were the prior year. More impressive is the fact that between sixth and seventh grades, the cohort showed a 26% increase in students moving from proficiency to distinction.

Based on the analysis of the data two areas are currently being addressed. First, there is a gap between the seventh grade general test scores and the seventh grade special education scores in math and ELA. Second, there is a gap between the proficiency level on the ELA exams of the total fifth grade students compared to the fifth grade students in the subgroup, socio-economic disadvantaged students.

Gaps are being addressed with a rigorous data-driven RTI approach. This focuses on student achievement and staff development. A Network Intervention Team (NIT) pulls together internal and regional experts to analyze data, and address concerns. While the sub-group populations are often too small to be statistically analyzed as indicators of a trend, each and every student's progress is individually scrutinized.

2. Using Assessment Results:

EAMS is firmly committed to using data to help drive instruction and, in turn, ensure greater student mastery of skills and content. In each of their classes, teachers are committed to the use of meaningful formative and summative assessments to reflect on the effectiveness of their teaching and help guide instruction. As such, formal and informal assessments are a part of each day's lesson plans.

To help teachers refine their curriculum and develop a teaching strategy which addresses current student needs, results of the NYS assessments are disseminated. Utilizing NYS's on-line Data Warehouse, prior years' testing data is broken down by student, grade, question, and standard being measured. In curriculum articulation groups, teachers analyze data to note trends, highlight successes, and address deficiencies. Teachers develop ways in which to improve pedagogy, both vertically and horizontally, across the curriculum.

When inconsistent trends in the data are noted, the district supports teachers by securing regional assistance in analyzing data. For example, following the 2007-2008 testing cycle, sixth grade ELA scores showed a 79% proficiency rate. In response, teachers were provided with a regional trainer and time to do an in-depth data analysis of the test. The benefit of this systematic analysis is that it produced a 19% rise in proficiency levels in the next year's results.

All students who receive a level 1 or 2 rating, and any others who begin to show concerning academic trends, are enrolled in Academic Intervention Services (AIS). AIS is run by certified math and reading specialists. The specifics of these services are tailored to the student, allowing a range of remedies that follow an RTI approach. These remedies include a range from careful monitoring of student progress to a combination of "push in" and "pull out" services, as appropriate. Small group remediation and in-class groupings, along with the presence of support teachers and aides in the classroom, help students participate in general education settings, while still receiving the support they need.

When state tests or classroom assessments show that a student is struggling to meet learning benchmarks, he is referred to the Student Review Team (SRT). This team is comprised of experts (classroom teacher, principal, psychologist, counselor, nurse, speech therapist and the math and reading specialists) and is charged with devising an individualized intervention plan to help students make necessary progress. Students who are referred to the SRT are monitored in five-week increments and their interventions are adjusted as appropriate.

Believing that parents are partners in the education of their child, communication with them is frequent. A copy of their child's state test scores is sent home each year with analysis to help parents understand the data. Progress on classroom assessments is shared in five-week increments. Further, each teacher updates individual websites, and the school is in the second year of on-line access to teachers' gradebooks. The parent portal gives parents a real-time and meaningful window into a child's progress and is a powerful tool.

Our academic success is celebrated widely throughout the area. Locally, this is accomplished via our school website, www.eastauroraschools.org; the district's newsletter, *The Challenger*; and frequent press releases to local newspapers and magazines. A prime example of this is the front-page headline story that ran in the February 9th, 2012 edition of the local newspaper, *The Advertiser*, announcing our Blue Ribbon nomination by proclaiming, "Middle School Selected for National Contest: East Aurora is One of 19 NYS Finalists."

3. Sharing Lessons Learned:

The majority of shared strategies at EAMS involves the effective and creative instruction of curriculum, which aligns with the school's primary focus of exemplary teaching. Under the supervision of the Assistant Superintendent of Curriculum, Instruction and Personnel, the district's principals work closely with each other to ensure the use of best practices and consistency of both policy and curriculum throughout the district. On a content level, each building has an articulation group which works to align curriculum both vertically and horizontally throughout the building in a specific discipline (ELA, math, social studies, science, language other than English (LOTE), special education, technology, and special areas). The articulation leaders then meet monthly, and more so as projects warrant, at the District Curriculum Coordinator Committee (DCCC) to ensure consistency K-12 and across the various curricula. Beyond this, the district participates in the Regional Curriculum Council (RCC), which shares these practices at the regional level.

This ongoing conversation of curriculum, policy and best practice in the region allows for frequent sharing and reflection. The three most recent examples of this are: 1) work with the regional coordinator to align curriculum to the Common Core Standards (CCS), 2) the development of NIT to address specific deficiencies in curriculum as brought to light by data analysis, and 3) guidance from regional experts to develop a rigorous and meaningful teacher evaluation system.

In addition, the sharing of logistical and policy best practices happens mainly through the Western New York Middle School Principal's Association (WNYMSPA). The principal is a frequent contributor to the best practice listsery, adding insight to topics such as schedule building, creative ways to meet state mandates, LOTE offerings, and communication with parents.

Professional growth and development are an ongoing process. Faculty and staff at EAMS are active in over thirty-five national and regional professional organizations as well as participants in various listservs. Most often, professional dialogue happens at a teacher's own expense and time. An example of this is the health teacher's participation in a three-year study with Cornell University, and a special education teacher's ideas which were recently accepted for publication in the teaching magazine, *The Mailbox*.

4. Engaging Families and Communities:

EAMS makes it a priority to connect with parents in a proactive and solution-based way and views our school as a large family rather than a small school. The teachers, the principal, the two school counselors, the school psychologist, and the school resource officer (SRO), all reach out to parents on a regular basis via phone, e-mail and meetings to help ensure that each child receives the individualized attention he deserves.

The school has a monthly newsletter and sends home a Tuesday envelope to keep parents in touch with what is happening in school. In addition to five-and-ten-week progress reports, the parent portal gives parents online access to teachers' grade books and student behavior records.

On a larger level, the Middle School Parent Teacher Organization (MSPTO) is very active in enhancing the middle school experience. The MSPTO organizes fundraisers which provide teachers with mini-grants for the design of creative and innovative classroom experiences. Grade level activity nights that bring students, parents, and teachers back to the school for social and team-building activities are hosted by the MSPTO. The MSPTO is one of the vehicles by which issues of school and community awareness are brought to parents.

In addition, the EAMS building houses the community's Family Support Center (FSC). This partnership of family, school, and community helps provide support and counseling services by linking struggling families with community partners.

A member of the East Aurora Police Department is assigned to the EAUFSD as an SRO, and has his office at EAMS. His presence greatly adds to our school community as he acts as teacher, counselor, community liaison, and instructor of our Drug Abuse Resistance Education (DARE) program.

EAMS works closely with the Boys & Girls Club, the village recreation department, the FSC, the local first responders, and other community stake-holders to embrace a "whole village" philosophy of education.

1. Curriculum:

EAMS provides students in grades five through eight with a curriculum which exceeds the NYS mandated curriculum, integrates with the CCS, and aligns itself to the district's mission statement.

Reading in grades five and six, and ELA in grades five through eight provide a broad overview of all steps of the language process. Placing equal emphasis on reading, writing, listening and speaking, students are exposed to great works of literature as well as to a broad overview of genres. They interact with the text as critical thinkers, drawing out key meanings, discerning tone and mood, and moving from lower level thinking skills toward synthesizing and evaluating material. Using the East Aurora writing rubric and a combination of "Step Up" and Six Traits," (both are excellent writing programs that address all aspects of writing from voice to ideas to mechanics), students are not just writers, but authors.

In mathematics at all four levels, students grapple with authentic problems to demonstrate their mathematical ability in real-life situations. Building upon a traditional approach to introducing key concepts, the mathematics department works to align the curriculum and to produce the spiraling that is necessary for deeper understanding of numbers and comfort in working with them.

Social studies is taught from both a local and global perspective and always with Understanding by Design's "Essential Question" in mind. The narrative focus is on understanding the key lessons of history with an emphasis on the elements of good citizenship which then impacts personal decision-making. Students are able to interact with history through local elements such as Millard Fillmore's law office two blocks away and the national Roycroft Arts & Crafts movement campus directly across the street from our school.

At EAMS, science follows the NYS standards and key ideas in science as a foundation for learning. Students are given the opportunity to develop and demonstrate scientific literacy in the areas of the physical setting and living environment, with an opportunity to enroll in Regents physical setting/earth science. Students learn and practice the essential skills of utilizing the scientific method, problem solving, communicating ideas data and results, to create their own understanding of the natural world. To foster this process, the classroom setting consists of learning stations, daily lessons, and labs. Labs are an essential part of the curriculum and allow students a hands-on opportunity to study and experience the physical and living environment. Utilizing outdoor learning facilities like Sinking Ponds (a local nature preserve) students study ecology and construct food webs. This allows students to experience what they learned in the classroom.

In addition to the core subjects, each of the four years a student attends EAMS, he participates in physical education, art, music, industrial technology, health, family and consumer sciences, library skills, and business. Students in fifth and six grades also take a class in reading skills and strategies while students in seventh and eighth grades take their choice of LOTE from French, Spanish or Latin. Beyond classroom music, students also have the opportunity to participate in performing music with options of band, orchestra and/or chorus.

The physical education curriculum is designed to address the NYS standards of personal health and fitness. Meeting every other day throughout the four years of enrollment, classes emphasize integration of psycho-motor, cognitive and affective skills. The curriculum offers a wide range of exposure including knowledge of and skill training in traditional sports like basketball, football, swimming, floor hockey, as well as a number of skill-based and team work activities that revolve around less traditional offerings like rock wall climbing, and pickle ball.

Art and general music curricula both have a dual focus. The first is to offer an appreciation of the historical and modern masterpieces of the respective disciplines. The second is to provide introduction to and practice with real and practical skills. For art, this includes the use of various media like clay, metal, paint, chalk, and pencil, to both imitate others and to explore one's own artistic interests. General music class offers a similar focus, allowing students to learn to read music, practice piano keyboarding, and to compose their own works. Beyond general music, students can also participate in performance music (band, orchestra, and/or chorus) which gives students exposure to individual or small group lessons, whole group rehearsals, and ultimately, community performances.

All seventh and eighth grade students participate in LOTE, which introduces them to the four main components of language learning (reading, writing, speaking, and listening). Rather than emphasizing rote memorization, these key skills are taught in the context of authentic, real life situations with a primary focus on interaction with other speakers. Beyond language learning, students in French, Spanish and Latin all receive a comprehensive appreciation of the various cultures (historical and modern) in which their language is spoken.

EAMS raises the bar by providing four years of exposure to a liberal arts curriculum. The business curriculum provides exposure to a variety of business and technology experiences, walking students through basic computer programming to the creation of their own start-up business. This is where students receive information about the internet safety curriculum. The health curriculum provides a comprehensive overview of wellness and good decision-making. Focusing on very practical aspects of physical, mental, and emotional health, this curriculum covers a range of information from drug awareness, human growth and development, to various local health providers. The family and consumer sciences is a modernized version of home economics. This class offers significant amounts of hands-on activities, teaching students essential life skills such as budgeting, clothing repair, cooking, smart shopping, reading nutrition labels, and balancing checkbooks. The EAMS industrial technology class gives students hand-on exposure to wood and metal working. Beyond the actual physical manipulation of the materials, this class provides authentic instruction in math, measuring, and materials management. Taken as a whole, these four classes focus heavily on real life skills and introduce career options in authentic and tangible ways.

EAMS prepares students for future involvement with the outside world. In all of the above curriculum areas, there is a strong emphasis on college and career readiness. This emphasis on how education will help students create a future for themselves manifests itself in the use of authentic learning experiences, relevant connections to practical skills, and the use of guest speakers and field trips (real and virtual) to tie classroom learning to practical career skills.

Beyond college and career readiness, the main focus of the entire curriculum is life readiness. Education at EAMS is not just the acquisition of skills and knowledge, rather, everything that is taught points toward the focus that all lasting and meaningful learning must happen in the context of common sense, hope for a better future and a deep respect for humanity (EAUFSD Mission Statement).

2. Reading/English:

Reading (Grades 5-6)

The reading goal in grades five and six is to develop lifelong, independent, critical readers who not only enjoy reading, but also realize that it is an integral part of the learning process.

EAMS builds on the firm foundation provided by the K-4 elementary school. In grades five and six, a literary anthology and trade books are used to provide students with a balanced approach. Necessary skills, along with a wide range of materials and experiences ensure development of literal comprehension skills to more interpretive, critical, and creative levels. Students are exposed to a wide variety of cultures and genres,

and a range of reading levels in both fiction and nonfiction, in order to gain a wider understanding of the world around them.

The daily reading program consists of reading aloud, guided practice, literature circles, reader's workshop, independent reading, partner reading, book clubs, participation in classroom reading blogs and drop everything and read (D.E.A.R). Students enjoy reading, and learn vocabulary through traditional direct instruction as well as through context, word of the day activities and vocabulary games, such as teacher versions of Pictionary, Charades, and Taboo. Entire grade levels have celebrated reading with quarterly themed "book-ins" to encourage recreational and lifelong reading.

Teachers work hand-in-hand with the library media specialist to experience read-alouds, author visits, the book fair, poster contests, in-depth instruction in the planning and writing of research papers, and the use of online databases and NoodleBib.

Differentiation of instruction, along with extensive co-teaching and co-planning between classroom teachers, the reading specialist, and special education teachers, provide support, enrichment and a congruence of instruction to all students. AIS supplements regular classroom instruction by providing extra time for focused instruction or increased student-teacher instructional contact time in order to assist students in meeting the state learning standards. Teachers and teacher aides work directly with individual students both within the regular classroom setting and in smaller group sessions. Programs such as Orton Gillingham, and the Sonday System provide specialized instruction for students who need it.

ELA (Grades 5-8)

At EAMS, ELA is the backbone of all classroom instruction and is embedded into all content areas. Teachers strive to build a foundation so that students are prepared for high school, college, and careers in all aspects of language arts including reading, writing, listening, and speaking.

The ELA Articulation Group works to blend the ELA curriculum vertically as well as horizontally in addition to aligning the CCS with the NYS learning standards. It was through the efforts of this articulation committee, that the East Aurora writing rubrics were created: rubrics that blend the best practices of writing from the Six Traits of Writing and Step Up to Writing programs.

The ELA curriculum is spiraled through the grade levels building on critical reading and writing skills through congruent instruction. EAMS students read, recite, analyze, and write poetry. They learn to hear written words and discover voice in writing. Students compose opinion pieces, informative/explanatory texts, narratives, summaries, research reports, nature journals, plays, and sensory essays. They read current event articles and respond to debatable topics. They also create and present text and digital projects across the curriculum using portable computer labs and technology in the library. Students compare and contrast themes, genres, as well as historical accounts with fictional portrayals. Students learn to think analytically and how to evaluate words and understand their connotations. They study various authors and specific timeframes in history.

The enthusiastic staff and students work tirelessly to develop a lifelong love of language arts.

3. Mathematics:

Math education in the middle grades follows a traditional approach giving students a foundation for basic number sense and knowledge of algebra, geometry, graphing, probability, statistics, and measurement. Expansion of their knowledge of these skills occurs at each level. Teachers in grades five through eight adhere to the rigorous standards set by the NYSED. The team has a unique combination of backgrounds with math concentrations in secondary and elementary certifications. They meet regularly to align curriculums, horizontally and vertically; and create a variety of common assessments in order to

identify students' level of understanding. Teachers are participants in various local and national consortiums allowing them to expand their professional knowledge of the classroom and subject area. Teachers hold high expectations for students at all levels and abilities.

All students are taught skills beyond those set forth by NYS learning standards. A majority of the skills are accessed through the Holt and McGraw-Hill programs. Skills and procedures presented in the middle grades help to prepare students for high school classes, college courses, and career readiness. Within the classrooms, students are exposed to technology through interactive whiteboards and CPS clickers (handheld remote response pads). Online practice using programs such as Study Island and Castle Learning enhance the skills taught in class. Students have access to teacher webpages as well as their textbooks and other related practice.

Students are not only taught number skills, they also develop good problem-solving skills that apply to real-world situations. Logical and critical thinking skills enhance students' abilities to communicate and develop ideas collaboratively while being able to justify procedures and solutions. They are exposed to differentiation within the class to accommodate needs for remediation and advancement.

Students who experience skill deficits are placed appropriately into an intervention program which consists of in-class support as well as additional assistance outside of the class. Additionally, 20-40% of our students are recommended to take advanced placement courses to address their ability and allow for enrichment.

4. Additional Curriculum Area:

Social Studies

The goal in the social studies department is to develop a life-long desire for knowledge involving not just current and local history but world-wide historical events. While attending EAMS, students are introduced to both United States history and government in addition to the study of early man and civilizations. Lessons concentrate on the manner in which humans used resources available to them to survive and then to improve their lives.

At EAMS, students learn history from a variety of teaching techniques. In addition to the use of a textbook, in order to expand student knowledge, teachers schedule guest speakers and display timelines and maps. Teacher lesson plans include opportunities for students to view video presentations, read plays, sing songs, participate in debates, and complete projects to assist in the learning process. Students thrive on the hands-on activities such as "Immigration Day," which involves twenty staff members and eleven activities for our eighth graders. In addition, visual aids are utilized on a regular basis in all classrooms.

To assist students with preparation for both high school and college, a variety of note taking and vocabulary strategy skills are used in preparation for assessments. Teachers also introduce the use of graphic organizers, reading for information, and examining documents for greater comprehension. Projects are assigned to increase knowledge of the content area. Time management skills and meeting deadline dates are taught. CCS are met in both reading and writing in the areas of cause and effect, timelines, generalizations, and compare and contrast. Cooperative learning is enhanced in the classroom setting with the implementation of "Geography Buddies". Teachers collaborate with the school librarian for numerous in-school projects during which instruction in research skills takes place.

Language arts skills are integrated in the social studies curriculum during research assignments. Students work collaboratively, answer higher level thinking questions, make predictions based on previous knowledge, and apply past knowledge to present learning. A special emphasis is placed on skills in reading and writing in the content area. Students are taught different techniques for reading content based sources, and they are then taught how to write paragraphs that coincide with instruction given in their language arts classes.

5. Instructional Methods:

The main instruction method at EAMS blends two equally important philosophies: The first is that students must be prepared to function in a world and a workplace filled with individuals of differing strengths and abilities. The second is to provide an individualized experience that challenges their strengths and weaknesses. The place where these two philosophies come together is the classroom. Teachers work skillfully to balance the blend of homogeneous and heterogeneous learning experiences in the form of groupings, peer sharing, leveled reading, different but equal assessments, and other forms of differentiated instruction. The success of this blending is monitored through skillful and regular implementation of formative assessments and other data analysis.

Recognizing that the way to reach the modern learner is through the increasing use of technology, the district has an aggressive technology plan which recognizes the importance of technology to enhance education. Highlighting this is the fact that the district has retained a full-time educational technology integrator to work with staff and help them bring emerging and engaging technology into the classroom experience. Upon hire, each teacher is given a lap top to help him design effective and engaging lessons using technology. Beyond this, the school houses four computer labs, and each classroom has computers and a mounted projector. In addition, the implementation of interactive whiteboards throughout the building has begun. Teacher training is also underway in phase one of a three-year goal to have classroom sets of computer tablets (iPads) available for student use.

The teachers of EAMS know that technology is only a tool that helps good teaching; it is never a substitution for it. Realizing that each child has different learning styles, the teachers at EAMS work hard to tailor instruction to the individual. Teachers embrace Howard Garner's theories of Multiple Intelligences and rely upon their training in the instruction, assessment, and classroom management theories of Wong, Danielson, Marzano, and Silver & Strong.

Students who struggle in math or ELA or who perform below proficient levels, receive targeted instruction from a trained specialist. While the primary goal is to keep students inside general education classrooms, these interventions involve both "push in" and "pull out" services. Additionally, students who struggle beyond this are monitored by the EAMS SRT, at which a panel of related experts (classroom teacher, principal, counselor, psychologist, school nurse, speech therapist, and the math and reading specialists) come together to take a holistic view of the child and brainstorm interventions.

All of the above can be summarized into the following educational philosophy: East Aurora Middle School is committed to being among the best middle schools in Western New York. While the main focus is academic, the development of the whole person as an individual cannot be ignored. EAMS is here to help students grow in knowledge, wisdom, and maturity. Students are guided to a better knowledge of themselves and the world around them. EAMS enables students to identify their passion, provides them the tools to achieve their goals, and helps them to polish the skills and talents that they possess.

6. Professional Development:

EAUFSD has a rigorous program to ensure continued professional development (PD). This begins with the New Teacher Institute for each faculty member hired. Highlighting this program is the fact that all of the PD is peer-designed, with a significant portion of it being peer-led.

When they are hired, new teachers participate in a three-day institute which introduces them to the expectations of the school district. This program relies heavily upon the work of Wong's *First Days of School*, Marzano's *What Works in the Classroom*, and the on-going district commitment to Silver and Strong's *Thoughtful Ed.* Assigned a mentor, the new teachers then take four half days over each of the first three years to participate in further development.

Professionals within the district also commit themselves to twelve hours of professional development per year. Selecting from a catalog designed by the teacher-led Faculty Professional Committee, teachers can choose from a selection of peer-taught courses on technology or best practices, on-line courses through our RCC, independent study courses, or graduate level university courses.

Each year, four Superintendent's Conference Days are devoted to building level and district level initiatives. During these meetings, EAUFSD partners with other districts, works with regional trainers, and/or hires expert consultants. Over the past year, these courses have focused heavily on the implementation and the alignment of the new CCS with the NYSED standards and the established curriculum of EAMS.

The overall philosophy guiding the EAMS professional development is the "Danielson Framework" which targets specific subsets of the teaching practice for further growth and development. Expanding this framework allows teachers to choose larger, one-or three-year projects to meet the requirements of their evaluations.

In all of the above, the clear focus is on the development of the art of teaching. Under the supervision of their administrator, teachers set goals that directly relate to the domains found in the Professional Performance Review (PPR): planning and preparation, the classroom environment, instruction, and professional responsibilities. Teachers are then given both the support and the latitude to demonstrate measurable growth in these areas.

7. School Leadership:

EAMS operates as a team which grants all players the ability to make decisions, take ownership of their role, and have a stake in the successes they accomplish. This idea borrows heavily from the philosophy of the Professional Learning Community (PLC). As team leader, the principal sets a tone which reminds all students, staff, and parents of the three non-negotiable priorities: that EAMS will be 1) a safe school 2) a happy and healthy place and 3) one of Western New York's premier learning environments.

The principal of EAMS is key in determining the mood, tone, and focus of the school. In a quiet and unassuming way, the principal works to coordinate, to facilitate, to support, and ultimately, to "get out of the way and let good teachers teach!" In doing so, the principal conducts himself as the coordinator of curriculum and instruction, the provider of support and resources, and the minimizer of distractions. The delicate balancing of these roles has been especially important over the last few years as the district has been faced with significant budget deficits. The principal has had to work cooperatively and creatively with all stakeholders to optimize the school's human and material resources while not losing focus on priorities.

By working with parents through the MSPTO, students via student government, teacher-leaders through the school's advisory council, parents and faculty in the shared-decision making team, teachers with the curriculum articulation groups, the school's safety committee and technology committee, and the student behavior tracking team, the principal works to instill coordination and communication.

As a whole, everyone at EAMS understands that even the best school is a work in progress. As such, EAMS remains rooted in proud tradition and past success, but is always discerning best practices and looking for a "better way."

As the sole administrator of a school of six hundred students and seventy-five faculty/staff, the principal understands that he cannot do it all. Therefore, he spends his energy leading by example with hard work, dedication, and, above all, pride in the good work that that the students and staff of EAMS do each and every day!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NYS Math Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	86	77	95	98	84
Level 3	56	50	53	73	69
Number of students tested	150	119	159	121	163
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	Disadvantaged St	tudents			
Level 3 and 4	81				
Level 3	75				
Number of students tested	16	7	9	6	6
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested	1		1	1	4
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	3	2	5	1	1
4. Special Education Students					
Level 3 and 4			60	70	54
Level 3			60	50	54
Number of students tested	6	9	14	10	13
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested	1	1		1	
6. Asian					
Level 3 and 4					
Level 3					
Number of students tested	1	3			

NOTES:

Due to a District-wide reconfiguration, the 5th grade did not join East Aurora Middle School until the 2009-2010 school year. Prior to that, EAMS housed grades 6-8, with 5th grade part of the Elementary School.

Subject: Reading Grade: 5 Test: NYS ELA

Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	70	71	96	93	81
Level 3	63	52	77	89	77
Number of students tested	150	119	158	122	162
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					<u> </u>
1. Free/Reduced-Price Meals/Socio-economic	c Disadvantaged S	tudents			
Level 3 and 4	56				
Level 3	56				
Number of students tested	16	7	9	5	6
2. African American Students				·	
Level 3 and 4					
Level 3					
Number of students tested	1		1	1	4
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	3	2	5	1	1
4. Special Education Students					
Level 3 and 4			86	70	23
Level 3			86	70	23
Number of students tested	6	9	14	10	13
5. English Language Learner Students					
Level 3 and 4				0	
Level 3				0	
Number of students tested	1	1		1	
6. Asian					
Level 3 and 4					
Level 3					
Number of students tested	1	3			

NOTES:

Due to a District-wide reconfiguration, the 5th grade did not join the East Aurora Middle School until the 2009-2010 school year. Prior to that, EAMS housed grades 6-8, with the 5th grade part of the Elementary School.

Subject: Mathematics Grade: 6 Test: NYS Math Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	73	80	95	90	84
Level 3	54	56	73	62	66
Number of students tested	119	160	126	160	174
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4		69			
Level 3		54			
Number of students tested	5	13	3	8	5
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested			1	4	1
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	2	4	1	1	
4. Special Education Students					
Level 3 and 4		31		42	52
Level 3		31		42	48
Number of students tested	7	13	9	12	21
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested	1				
6. Asian					
Level 3 and 4					
Level 3					
Number of students tested	3	1			

Subject: Reading Grade: 6 Test: NYS ELA

Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-200
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	83	73	98	79	81
Level 3	75	68	89	72	74
Number of students tested	118	160	128	160	176
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4		54			
Level 3		54			
Number of students tested	5	13	5	8	4
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested			1	4	3
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	2	4	1	1	
4. Special Education Students					
Level 3 and 4		8		25	32
Level 3		8		25	32
Number of students tested	7	13	9	12	22
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested	1				
6. Asian					
Level 3 and 4					
Level 3					
	3	1			

Subject: Mathematics Grade: 7 Test: NYS Math Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-200
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	89	78	98	95	89
Level 3	39	51	61	39	50
Number of students tested	165	125	158	178	172
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4	83			82	
Level 3	39			18	
Number of students tested	18	5	7	11	4
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested		1	3	1	1
3. Hispanic or Latino Students					'
Level 3 and 4					
Level 3					
Number of students tested	4	1	2		1
4. Special Education Students					'
Level 3 and 4	36		75	74	54
Level 3	29		67	63	45
Number of students tested	14	9	12	19	11
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested					1
6. Asian					'
Level 3 and 4					
Level 3					
	1				1

Subject: Reading Grade: 7 Test: NYS ELA Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	79	77	95	89	86
Level 3	75	62	83	83	74
Number of students tested	165	125	157	175	169
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					<u>-</u>
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4	78			73	
Level 3	78			73	
Number of students tested	18	5	7	11	4
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested		1	3	1	1
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	4	1	2		1
4. Special Education Students					
Level 3 and 4	21		67	61	27
Level 3	21		67	61	27
Number of students tested	14	9	12	18	11
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested					
6. Asian					
Level 3 and 4					
Level 3					

Subject: Mathematics Grade: 8 Test: NYS Math Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	94	73	97	93	86
Level 3	61	52	61	66	68
Number of students tested	126	161	176	171	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4		40	100	100	34
Level 3		40	90	89	17
Number of students tested	6	10	10	9	6
2. African American Students					
Level 3 and 4					
Level 3					
Number of students tested	1	3	1	1	1
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	1	1		1	
4. Special Education Students					
Level 3 and 4		29	88	62	
Level 3		29	88	62	
Number of students tested	9	14	17	13	7
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested				1	
6. Asian					
Level 3 and 4					
Level 3				0	100
Level 3					

Subject: Reading Grade: 8 Test: NYS ELA

Edition/Publication Year: 2010 - 2006 Publisher: CTB/McGraw-Hill LCC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-200
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	74	76	89	85	80
Level 3	71	60	82	74	70
Number of students tested	126	161	175	174	158
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES				<u> </u>	
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4		40	60		
Level 3		40	60		
Number of students tested	6	10	10	9	6
2. African American Students				<u> </u>	
Level 3 and 4					
Level 3					
Number of students tested	1	3	1	1	1
3. Hispanic or Latino Students					
Level 3 and 4					
Level 3					
Number of students tested	1	1		1	
4. Special Education Students					
Level 3 and 4		36	47	42	
Level 3		36	47	42	
Number of students tested	9	14	17	12	7
5. English Language Learner Students					
Level 3 and 4					
Level 3					
Number of students tested				1	
6. Asian					
Level 3 and 4					
Level 3					

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					<u>-</u>
Level 3 and 4	85	76	96	93	85
Level 3	51	52	61	58	63
Number of students tested	560	565	619	630	668
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stud	dents		
Level 3 and 4	79	54	96	82	62
Level 3	55	43	82	52	47
Number of students tested	45	35	29	34	21
2. African American Students					
Level 3 and 4	50	75	100	85	85
Level 3	50	49	83	71	71
Number of students tested	2	4	6	7	7
3. Hispanic or Latino Students					
Level 3 and 4	90	75	87	33	0
Level 3	70	62	62	33	0
Number of students tested	10	8	8	3	2
4. Special Education Students					·
Level 3 and 4	38	24	74	63	47
Level 3	33	20	70	55	44
Number of students tested	36	45	52	54	52
5. English Language Learner Students					
Level 3 and 4	50	0	0	100	100
Level 3	0	0	0	100	100
Number of students tested	2	1	0	2	1
6.					<u>-</u>
Level 3 and 4	100	100	0	100	100
Level 3	40	0	0	0	50
Number of students tested	5	4	0	1	2

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3 and 4	76	74	94	86	82
Level 3	70	61	82	78	73
Number of students tested	559	565	618	631	665
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Level 3 and 4	66	37	74	66	52
Level 3	66	31	74	63	52
Number of students tested	45	35	31	33	20
2. African American Students					
Level 3 and 4	50	75	83	85	66
Level 3	50	50	66	71	66
Number of students tested	2	4	6	7	9
3. Hispanic or Latino Students					
Level 3 and 4	60	50	100	33	50
Level 3	60	50	87	33	50
Number of students tested	10	8	8	3	2
4. Special Education Students					
Level 3 and 4	22	18	64	50	28
Level 3	22	16	62	50	28
Number of students tested	36	45	52	52	53
5. English Language Learner Students					
Level 3 and 4	0	0	0	0	0
Level 3	0	0	0	0	0
Number of students tested	2	1	0	2	0
6.					
Level 3 and 4	80	2	0	100	100
Level 3	60	0	0	100	100
Number of students tested	5	4	0	1	2
NOTES:					